

Television Watch

Grade Level	Eighth
Minimum Time Required	Two 40 minute class periods
Materials/Resources	Television Watch" handout
Subject Area(s)	Classroom Guidance

Project Description:

1. Homework Assignment – Introduce the assignment by asking the students how many hours per week they watch television. Total the hours if you can.

Ask the following:

 - 1) What are your favorite television programs?
 - 2) What impact or effect does television have on your likes and the lives of others?
 - 3) Do you think television can influence people's behavior?
 - 4) Tell the students that this assignment will help them study about gender bias and stereotyping present on television.

2. Distribute the Television Watch handout. Explain the directions for conducting a television watch. Tell the students they have one week to complete the television watch. Review some of the terms such as gender stereotype and bias. Give a few examples of male and female stereotypes on television.

3. Divide the students into teams and tell them they have ten minutes to discuss the results of the television watch. Observe the process in each group and make for the final segment of this activity. For example, who takes notes, who speaks more often, who takes more time when speaking, who interrupts, and who leads the group.

4. Inform the groups that they have ten minutes to combine their results for a presentation to the entire group. They may use visual aids, which are available. They should answer the following questions about their television information:
 - 1) What are some of the favorite television programs?
 - 2) Which television programs (commercials, cartoons, etc.) have the most stereotypes? the least stereotypes?
 - 3) Which programs have a balance in gender, race, ethnicity, and disability?
 - 4) How many times are females depicted as leaders? males?
 - 5) How many times do males show feelings? females?
 - 6) How many times are males shown committing violent acts? females?
 - 7) Is anyone in a career nontraditional for her or his gender?
 - 8) How many leading roles are there? How many are female? male?

5. Give each group five minutes to present their results.

6. Give students the information in the television statistics listed on the next page. End with feedback to the group on the gender balance of their. Use the items listed in #2 above.

HINTS: In dividing students, create two groups of females, two groups of males and two mixed groups. Observe any difference in the behavior of the groups.

VARIATIONS:

- ? In mathematics classes, students can do percentages in their summary. One team could combine the results for all the class members.
- ? If video equipment is available, students can tape segments of various programs and explain their findings while viewing the actual program.
- ? Use another class period to discuss what can be done to counteract the influence of television on the lives of children.

RESOURCE

CHILDREN'S TELEVISION STATISTICS

Source: Children Now

1. Girls and boys are almost equally represented on television: 53% boys and 46% girls.
2. Girls on television are twice as likely than boys to show affection.
3. Boys shown on television are 60% more likely than girls to use physical aggression.
4. 80% of the children shown on commercial television are white; 69% of American children are white.
5. 14% of the children on television are black; 15% of American children are black.
6. 2% of the children on television are Hispanic; 12% of American children are Hispanic.
7. 4% of the children on television are Asian; 3% of American children are Asian.
8. In a telephone survey, two-thirds of children aged 10 to 18 said there were good role models on television for minority members.

Career Development Standard	Knowledge of different occupations and changing male/female rolls.
Career Development Indicator	Describe stereotypes, biases and discriminatory behaviors that may limit opportunities for women and men in certain occupations.
Delivery Level	Review
Academic Standards	
Language Arts	2.4 a. Write to clarify what is known about various topics. 2.4 b. Write to synthesize, interpret, and use new information. 3.1 b. Use various listening techniques in problem-solving and decision-making situations. 3.2 a. Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, and television. 3.2 b. Determine methods of assessing the validity and accuracy of various types of oral and visual information. 3.2 c. Determine how presentation design can affect the interpretation of oral/visual information, e.g., layout, color,

	<p>sequence, and sound effects.</p> <p>3.3 a. Analyze and assess oral/visual information for usefulness.</p> <p>3.3 b. Use specific questioning strategies to comprehend oral/visual information.</p> <p>3.3 c. Use various organizing strategies to recall oral/visual information.</p>
Social Studies	<p>1.3 b. Compare and contrast value and belief systems within major cultures.</p> <p>1.3 c. Analyze the influence of differing philosophies and religions on the development of various cultures.</p>
Employability/SCANS Skills	<p>Thinking Skills</p> <p>Interpersonal Skills</p> <p>“Television Watch” handout</p>
Assessment Rubric	<p>Group Participation</p> <p>Group Presentation</p>

Submitted by: New Jersey Statewide Nontraditional Career Assistance Center Gender Equity classroom activities

